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ABSTRACT

The focus of this booklet is on the mechanics of organizing and operating resident outdoor education programs; the guidelines presented are written mainly for elementary programs of one week's duration. Topics covered include a philosophy for outdoor educational experience; laying the groundwork; choosing a site; time of year; financing; resource people; night supervision; transportation; and health, accidents, safety, and insurance. A bibliography of 127 references providing sources for ideas for educational activities that can be conducted at a resident site is included, along with sample forms (a parent information sheet, equipment list, permission and health information forms, medical permission slips, evaluation forms and guides, and visitor's report) that might be used for a program. (DT)

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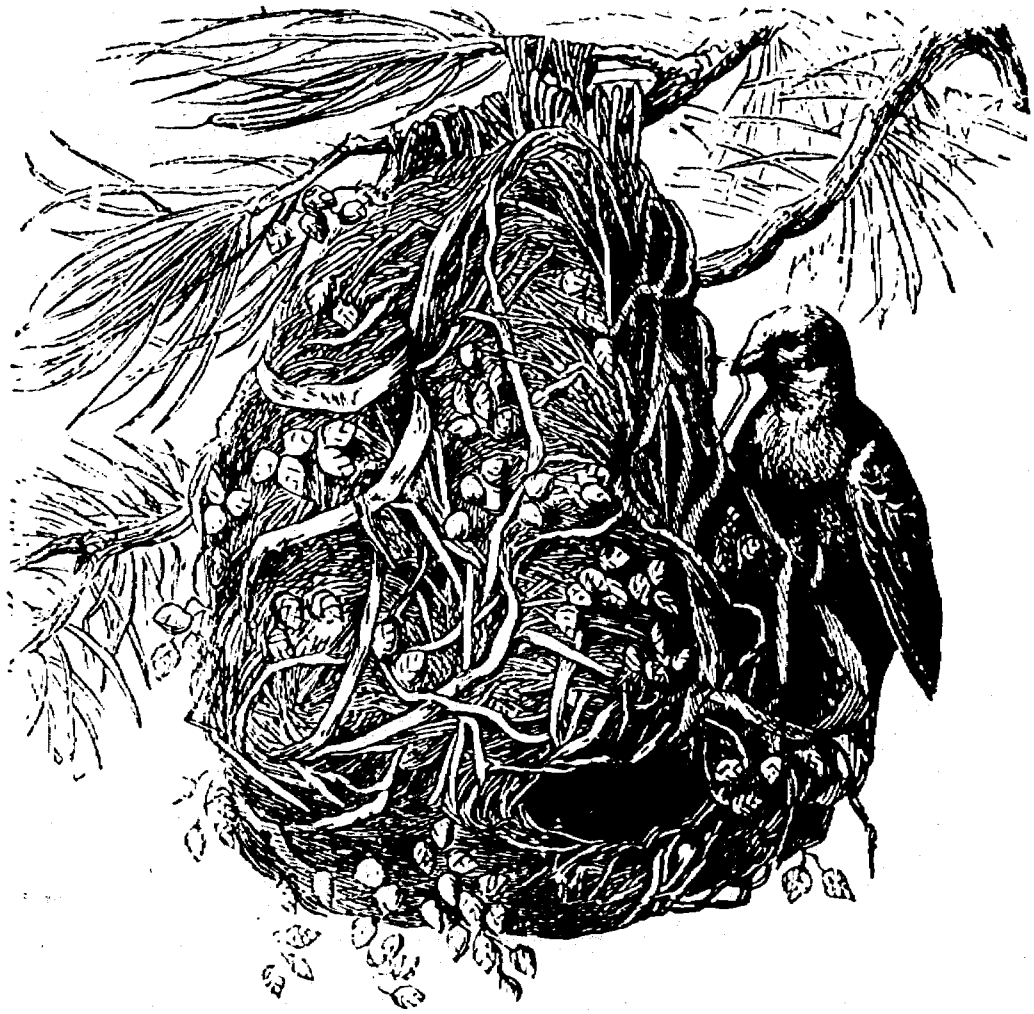

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Environmental education is a term encountered more and more frequently in education today. It describes a course of study which carries an urgent responsibility in a world faced with the ravages of pollution and the spectre of ecological imbalance. There can be no doubt that its importance in the curriculum will increase as the concern for our diminishing supply of natural and environmental resources mounts.

Environmental education is a positive reply to these concerns, inasmuch as it indicates schools recognize their responsibility for imparting knowledge and appreciation for our natural world, and are attempting to foster more appropriate relationships between tomorrow's adults and their surroundings.

The Ohio Department of Education has developed a series of publications to assist schools in implementing an interdisciplinary approach to environmental education. The publications encompass a resource catalog; guides to distinct Ohio environmental study areas; a series of experience units; and a planning guide for outdoor education. In addition, a land laboratory model is being developed on the grounds of the Ohio School for the Deaf.

Interrelationships within our environment are at the center of environmental education. Many of these interrelationships can best be studied outdoors; outdoor education is a teaching technique, and resident outdoor education uses a specific site for extended observations of the changing faces of nature. Resident outdoor education provides a microcosm where students and adults can visualize the environment in many of its dimensions.

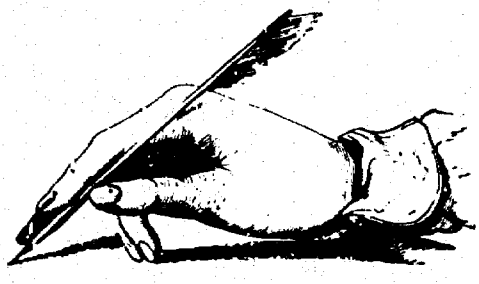
Suitable planning is a basic element toward successful resident outdoor education experiences. This guide has been prepared to assist educators in their planning responsibility so that students may derive maximum learning from such experiences.

Martin W. Essex

Martin W. Essex
Superintendent of Public Instruction

Resident Outdoor Education

A Planning Guide



Editor's Note

What to teach and how to teach outdoors have not been as big a problem in initiating resident outdoor education as the mechanics of organizing and operating the program. Also, many more materials are available on resident outdoor education curriculum than on mechanics. The bibliography to this guide includes many excellent sources of ideas for educational activities that can be conducted at a resident site. Therefore, this booklet will focus on mechanics.

At present, wide variations exist in the types of outdoor education experiences being conducted in Ohio. While these guidelines are written mainly for elementary programs of one week's duration — the type most frequently encountered — it is hoped that they will prove useful whether the resident outdoor experience being planned is for elementary or secondary grades, city or rural children, for a week-long stay or one overnight.

The committee who developed these guidelines is composed of people from all areas of the state who are experienced in resident outdoor education. Each of them is available on a consultant basis for more detailed assistance and information. A list of the committee members may be found on the inside back cover.

Ronald Reed, Director
Mohican School
in the Out-of-Doors.

A Philosophy

1

If the resident outdoor educational experience is to be worthwhile, it should be based on the following broad objectives: to learn in first-hand situations; to learn some of the functions of community living and cooperation away from home; to grow in human understanding of each other and adults in a more relaxed atmosphere; to improve attitudes toward learning; and to learn to appreciate more the complexity, interrelatedness and beauty of our natural environment.

The curriculum possibilities at a resident outdoor education program have few, if any, boundaries. There is no curriculum to finish, no books to complete, few beginnings and endings to accomplish. Because the children are there for only a few days, one cannot hope to teach a great volume of facts. It is a matter of choosing or selecting within a certain philosophy and integrating the studies with the total year. Because students are there for 24 hours a day, every moment of the day or night is a part of the curriculum.

Resident outdoor education should enrich, vitalize and complement the regular school curriculum. It should be an ongoing part of the school year and not unrelated to what takes place in the indoor classroom. However, because the program is an outdoor education program, most of the classes should be outside. In planning classes, one should select activities which cannot be conducted as well at the indoor school.

For this reason, individual or lifetime sports should be emphasized over team sports. Basketball, softball, football are handled adequately in the regular school. Team sports emphasize the team, often not an enjoyment one can turn to throughout life for recreation. But any outdoor activity may introduce a student to an avocation or hobby he will follow all his life, from archery to bird watching to weather.

For the same reason, classes should be kept small. The teacher's job is to present a wide variety of experiences which are personally meaningful to the students. Personal meanings will not always come by using the traditional group methods of teaching. If classes are small, the teacher will have more opportunity to encourage students to express their feelings, to use intuitive thinking.

Lecture and discussion may predominate in the indoor school, but outdoor education was created to use the exploratory teaching approach. In this technique the implication is that teachers and students all have something to contribute and something to learn. It implies that the student knows something before the class begins. An exploratory class might be designed to look specifically for insects, water pollution, wildflowers, or animal tracks. Some brief explanation will be necessary at the outset. But an exploratory class should be far less concerned with names and details than with using the human senses to distinguish differences. Students should be able to explore, find examples, and then use any senses appropriate to observe the differences and beauties of their discoveries.

Even though an exploratory hike centers around looking for specific things, the teacher should not miss teachable moments. When a snake is found, it is time to talk about snakes. It may disrupt the class, but taking advantage of an exciting unexpected discovery is probably the best teaching method of all.

Resident outdoor education came into being because of the feeling that children needed more first-hand learning experiences. It represents curriculum enrichment, a living curriculum. The goal is to give children a reason to refer back to their experiences in resident outdoor education every day for the rest of the school year — and for many years to come.

Laying the Groundwork

2

Public relations is perhaps the biggest part of laying the groundwork for resident outdoor education. Several groups of people must be consulted and/or convinced that outdoor education should be added to the total curriculum. Not everybody will be convinced right away that it is a worthwhile addition.

Resident outdoor education affects more people in more ways than most new curriculum additions and has more far-reaching effects on schedules, both for the school and the family, than most other school programs. Several considerations must be met. School personnel and representative parents should visit the site before the program is finally approved by the board. It is also an excellent idea to visit the site with some student representatives as a part of the planning. Involving students in all phases of preparation will produce countless opportunities for learning.

The program should be explained to parents through meetings and information sheets sent home with children over several weeks' time. If it is the first year for the program, someone with experience in a resident program might speak and answer questions at a meeting with parents. Their questions will center mostly around facilities, health, insurance and food. Slides or movies will help. Those in charge of the meeting should be positive and enthusiastic and should stress educational values. Clothing and equipment lists should reach parents about two weeks before the program. All permission slips, money and health forms should be returned at least one week before the resident session begins.

Religious beliefs, farm chores, unusual family responsibilities, finances, lack of clothing and equipment, and traditional ideas about education may stand in the way of some parents' acceptance.

There are administrative considerations. The person in charge of buses should be contacted and the person in charge of food services informed that some students will be missing from the normal lunch count. The program should be well publicized in the district so that coaches, music teachers, and others will not find their schedules disrupted at the last minute. Group testing schedules, grade card days, and assembly programs may be affected. But these problems may be avoided by sufficient advance notice.

Newspaper articles and other publicity about a resident outdoor education program can generate misunderstanding if they are not well timed. It is a matter of courtesy that boards, administrators and teachers who will be directly involved know about the idea before it is publicized. News articles should stress educational objectives. It is often best not to use the word *camping* but rather *outdoor school, resident outdoor education* or *resident environmental education. Camping* may give the idea that only recreation and fun are the objectives of the session.

It is a good idea to attempt several articles over many weeks, each on a different theme, since the newspaper will not repeat the same story. Themes might be "District Studies Possible Outdoor Education Program," "Objectives of Outdoor Program Listed," "Resource People Who Will Help," "Preplanning by Students." It is a good idea to make it clear that board approval has been granted to the program, even if no board monies are involved. It is also wise to point out that other school districts in Ohio as well as in other states have similar programs and to name districts nearby which have them. If reporters or photographers visit the site, leaders can help them to focus on the academic objectives of the program.

Choosing a Site

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Parents will undoubtedly have many opinions concerning an outdoor education site. Based on their own outdoor experiences, or lack of them, some people will have false ideas about what kinds of facilities should be available. Parents will evaluate the total program not just by what goes on in the academic portion. In resident outdoor education, the total program includes the quality of food and the condition of the mattresses as well as what was learned in weather study class. Some inconvenience and "roughing it" are usually tolerated and sometimes welcomed. But too many "little" things wrong with a site will bring complaints from parents and teachers.

In some resident programs in Ohio, cooking over open fires and sleeping in tents provide a memorable experience for children. If this is the kind of program that is desired, then the site becomes less a problem. For such a program, a site that provides clean water and toilets will probably be adequate. It depends upon program objectives. To manage three meals a day over open fires with inexperienced children living in tents may leave little time for any other activities.

Most outdoor education programs in Ohio take place at sites that were built for summer camps. These sites exhibit all degrees of adaptability for year-round use. To prescribe standards for camps providing facilities for school use is not in the scope or authority of this guide, but experience shows that some difficulties will arise if certain minimums are not maintained. The purpose here is not to be critical of sites but to investigate carefully where the children are going to live.

The dining room should be large enough to serve the total group, and it should be heated. It is possible to eat in shifts; however, to maintain this schedule for three meals a day will be exhausting. Investigate the kitchen area. A general impression is usually sufficient if the facility observed is in operation. Contact the county health department and request an appraisal. Ascertain from the health department the number of times per year they inspect the camp food service.

There should be toilets in the sleeping quarters. Unless the quarters are very well built, it may be best if the showers are not in the sleeping buildings. Often it is too damp in the sleeping area if showers are located in the same building. The showers, however, should be nearby. It is important to know the adequacy of the shower facilities. Is the recovery time speed on the hot water heaters acceptable? Are hooks or shelves to handle clothes and personal items during showering sufficient for the group?

Even though classes will be conducted mostly outside, meeting places will be required for preparation and follow-up activities. The size of the entire group per session will determine the number of meeting places required. Tables, chairs and a chalkboard will be helpful. These meeting places will not all need to be heated for day classes — especially in the fall and late spring. The facilities need not be elaborate. In fact, almost any room or corner works if the noise level is not a problem.

A separate sleeping area and toilet facilities will be needed for teachers. Not only do the teachers need a private area for occasional physical and spiritual rejuvenation, but there are other reasons for separate facilities. Teachers should have some choice.

If the site being investigated by a school district does not belong to the American Camping Association, the camp officials should be asked for explanation. The camp may not be able to meet ACA minimum standards in such areas as health and sanitation. ACA establishes standards for member camps. Camp standards inspection teams visit sites every few years. The inspection teams are usually camp leaders from member camps and so members inspect facilities belonging to each other. Some teams are tough, some are lax; however, the standards set nationally by ACA are excellent. Health departments vary in their enforcement of regulations also; but if both ACA and the local health department are inspecting the site, then the facility has a better probability of being suitable.

Meaningful studies can take place outside in almost any natural or man-made area; but the site should

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have some natural features that provide as much of a variety of learning situations as possible. A flat field is good for mathematics and compass work. Some fresh water study area is desirable in the form of a relatively unpolluted stream, pond or lake. Some field area where plants are not cut every year is desirable. A young woods and more mature wooded area are excellent for contrast. A dam, gravel pit, sawmill, abandoned farm or some other unusual feature nearby is an additional bonus. Almost any site can provide excellent learning situations, but the greater the variety, the easier programming will be.

Choosing a site to create a learning community for even one overnight experience is an important step in establishing a resident outdoor education program. The cooperation of both the camp and school officials is critical. Frank and fair discussions in the planning stages will help eliminate many later problems.

What Time of the Year?

4

Some teachers will claim that fall is the best time for resident outdoor education because it provides the opportunity for teacher and students to get to know one another better early in the school year. Teachers claim it makes a difference all year in their classroom relationships.

Other teachers feel that spring is the best time. They want the outdoor experience to be the climax of the classroom activities together. The class builds toward the spring trip by studying related subjects and planning the experience. It provides a goal to work toward and unifies the class.

Time to plan is always a consideration. For many schools, it is difficult to plan a fall activity in the preceding spring. Most new programs begin in the spring because of the mechanics.

All too often, however, the availability of facilities determines when the resident program takes place. Ohio lacks sufficient good facilities for all who want resident outdoor education. Those facilities available are often very much in demand. As increasing numbers of districts begin resident programs, the limited facilities will be unable to accommodate everybody in the early fall and late spring.

Especially when a program is new, people tend to fear bad weather. Any date after October or before mid-April is viewed with much apprehension. But all seasons provide exciting opportunities for outdoor study. People who spend much time outdoors know that it takes a long time for the soil to lose its summer warmth, and it also takes a long time to regain it. The chance for good outdoor study weather is probably better in the fall. The weather is often good until mid-December; and it is frequently cold and wet until late in April. One district obtained data from the United States Weather Bureau to support late fall resident sessions. It is a fact that on the average, Ohio will have more rain in the spring than in the fall.

One must realize, of course, that difficult weather can occur any month of the school year. Full-time outdoor schools usually use the same suggested clothing and equipment list for September, January or May because they have seen cold, rainy or snowy weather during "ideal" dates, and warm, dry and delightful weather when "it shouldn't happen."

Resident outdoor study in winter deserves more attention from educators. Some districts in which a large percentage of students go to summer camps might consider winter dates to give their children a contrasting experience. The facilities must be adequately winterized, however; this component of the program should be investigated very carefully.

Winter has some inherent advantages for outdoor study. Often mud is not a problem. Students seem to be surprised that there are things to learn outdoors in the snow. They think of snow as fun, and the excitement transfers quickly to studies. Bird feeders and wildlife shelters will draw animals close enough to see and study as at no other time of the year. Tracking is excellent in the winter. There is something unifying and cozy about coming inside to warm up around a fireplace or at mealtime. The freezes and frosts have knocked down high plants which make hiking through many areas difficult at other seasons. Cold temperatures seem to be easier to deal with than the extreme heat of late spring when it sometimes is too hot to study or hike. Freshwater studies in creeks and ponds are excellent activities. Cracking the ice to obtain samples, which students often think will be void of life, is exciting. When the samples are warmed indoors and suddenly life appears, many concepts are ready to be discussed. If sled riding, tobogganing, ice skating, snow sculpture, or an organized snowball fight can be included in the program, students will be filled with delight.

Financing

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Some resident sites provide teaching staff who will conduct all or part of the instruction; however, some sites provide only the buildings and grounds. Charges made will reflect the services offered. School systems should balance the skills and availability of their staff, the financial situation, and the quality of program desired to arrive at the most feasible combination. If contracted services include food, lodging, instruction and insurance, the cost will approach $40 per student per week.

Some definite understandings should be made between the school and the camp, especially if the camp is not already involved in resident outdoor education. The services contracted for and the responsibilities of each party should be clearly understood. These understandings should be: When is the total bill expected to be paid? Who sets tables, cleans off tables, and organizes the dining area? Who empties waste baskets, and cleans rest rooms and other facilities? Where are cleaning and rest room supplies stored and are they available at night as well as during the day? Does the camp provide a nurse, or is one on call, and is this service included in the fee? Does the camp provide first aid supplies? Where are they and are they always available? Who handles problems like stopped toilets, plugged sinks, furnaces not working and general maintenance? Is someone available or on call both day and night for emergencies related to the facilities? Is there to be a snack before bed? Is it a part of the fee?

It is important to understand how the facility defines a day. Some may charge for each day students or school personnel are on the grounds and total five days for a Monday to Friday experience. Others will figure Monday noon to Friday noon as a total of four days.

Food will be a major item in the budget, however preparation is handled. The cost for room and board will be about $4 to $5 per student per day if the food services of a camp facility are purchased. If food is brought in and cooked over campfires, the cost of course is much lower. Some facilities will permit schools to provide food and have school staff prepare it in the kitchen. This method might cut costs, but the strain on the instructional staff should be considered. Another alternative is to bring food and school cooks or qualified persons to prepare the meals. The advantage to this method is that the school district has complete control over the quality and quantity of food served. Anyone brought in to work in the camp kitchen, of course, needs to meet the same state health department requirements as regular school cooks.

Most boards assume the cost of transportation, especially if the system has its own buses. If the cost of transportation must be assumed by the outdoor education budget, the total cost is greatly influenced by the distance traveled. Buses are expensive to rent.

Health and accident insurance should cost about 50¢ per student per session.

Room and board expenses for teachers, principals, resource people, guests and other adults must be estimated. Transportation will be needed at the site during each session. Mileage costs may have to be figured into the budget for vehicles owned by teachers or principals.

If teachers are to remain at the site the entire time, it should be determined beforehand that this is to be a part of their responsibility. Some systems inform prospective teachers of this responsibility during job interviews, and the resident experience is considered a part of the curriculum. Teachers are given extra pay in some districts. If the teachers are expected to organize and teach the entire program, extra pay and/or released time is a consideration.

Another expense that is sometimes counted against the resident program is substitute teacher costs necessary to release teachers who attend the session. If the teachers are paid extra or are given mileage for the trip to the resident site, this adds to the total cost.

Equipment and supply costs for a resident program are difficult to estimate. A site which provides the instructional staff usually also provides most equipment and supplies. It is wise not to count on the camp having anything that was not agreed upon ahead of time.

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Art supplies, telescopes, thermometers, weather equipment, hand lens, binoculars, paper, clip boards, pencils, identification books, compasses, and microscopes are all used by some programs. Other programs operate well with just a few of these items.

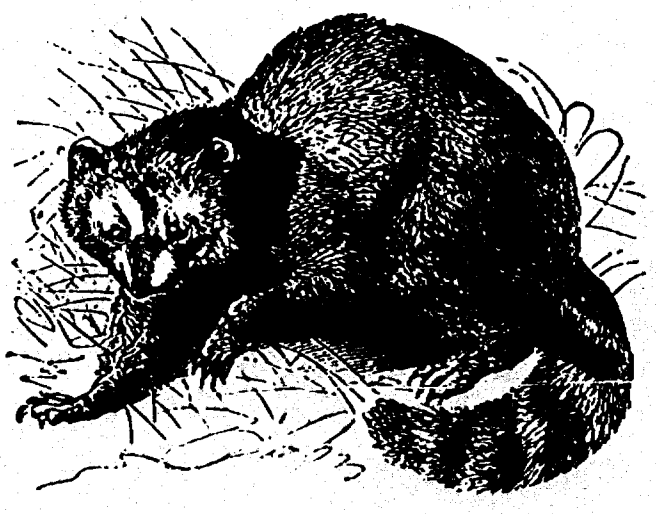
Some boards of education take the position that if the resident experience is a valid part of the educational program, all students should participate and the student fee should be the responsibility of the board. Other boards claim that the students would eat and sleep at home if they were not in a resident program; therefore, the home should pay for the student maintenance cost of the program. Other boards merely give their approval of the program and students who go are responsible for their expenses.

Federal financing has supported many outdoor education programs in recent years. Some programs supported under ESEA Title III were funded almost totally except for transportation, supervision, and health and accident insurance policies, for up to three years. Such support gave a great boost to resident programs in the late 1960's.

These kinds of funding solutions, however, are the exception rather than the rule. Federal monies are available occasionally under several acts. Even if obtained, such support is not to be depended on indefinitely. Most federal money is granted as "seed" money and is not continued year after year.

Local foundations, service clubs, conservation clubs, garden clubs, PTA's and PTO's, and businesses have supported many resident programs. Scholarship money has been raised for students who cannot afford the cost. Schools have used sales of candy, garden seed, bird seed, and greeting cards. Spaghetti suppers and carnivals have raised the necessary funds.

Unique fund raising techniques occur when people are interested and willing. One man offered his service station profits to a school if the teachers and students would pump gas one weekend. The service station owner went fishing while students and teachers "ran the store." They raised enough money to send several children to the outdoor education session. However, some boards of education have policies against such money raising practices.



Resource People

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The school district should not miss the opportunity to involve the community when beginning a resident outdoor education program. Every community has individuals whose talents will enrich such a program and provide some inservice education for the regular school staff. Many people will be happy to help, frequently without pay.

If the program operates only a few weeks each year, some of these resource people may help for many years; however, if the program becomes longer each year, resource people should not be expected to continue helping at the same level of effort. They should be used to help the staff learn new skills. Some will work better with adults and can assist in preparing the staff. But to expect them to help week after week and year after year with the students is unrealistic. If the school intends to create a meaningful program, it should be prepared to be independent eventually.

Sometimes assistance can be found in unexpected areas: garden clubs, rock clubs, astronomical societies, nearby colleges and universities, county game protectors, parents, teachers from other schools and other resident programs, zoo personnel, retired persons' and senior citizens' clubs, nature clubs and nature centers, the United States Weather Service, Soil and Water Conservation District, Ohio Conservation and Outdoor Education Association, Ohio Department of Education, and the County Agriculture Extension Service are only a few examples.

Night Supervision

7

Dormitory time is a very important aspect of resident outdoor education, but it, like all other parts of the program, requires planning to be successful.

Children of sixth grade age need about ten hours sleep a day. If they get only about three or four hours, several of them may become ill by the end of a week. They are much more active at a resident outdoor education session than they are in their regular school/home situation and they need rest at night. Educational objectives of the program will not be so well met if the students are exhausted during the day. A definite time for lights out and quiet should be established and enforced.

Policies should be established about horror or scary stories being told in the sleeping areas. Such stories may add to superstitions and fears, whereas education should be designed to help eliminate superstitions. Children of elementary age already have enough fears connected with the outdoors, especially at night.

Policies should also be established as to kinds of discussions appropriate at bedtime. The thought of removing elementary age students from home for a week is controversial enough, without exposing them to philosophical or political discussions that were not a part of the objectives or purposes of the program.

One rule to be established is that no dormitory raids are permitted. These frequently get out of control. A time can be provided for members of one dormitory to visit another dormitory under adult supervision. Another successful substitute for raids is to permit students to write notes to their friends in other sections and have the notes delivered at a specific time each day.

Shower schedules must be established. Each dormitory should have a quiet activity to end the day. Stories, singing or listening to records are excellent endings to a busy day.

Many programs begin with the classroom teachers or the teachers' wives or husbands staying with the students at night in order to get the program started. Funds are usually limited, and this step represents an economy; however, even when teachers are very enthusiastic about starting a resident program, sleeping with the youngsters at night and teaching all day can create an exhausting situation.

Parent volunteers may offer a partial solution. If the program is successful, these parents will make good salesmen and saleswomen for outdoor education. Some school systems pay for their room and board; the parents may pay their own expenses; or the PTA or PTO may assume this charge.

Disadvantages of volunteer parental help may occur. Some will volunteer when they really do not have the time due to large families, meetings and other obligations. Some are surprisingly weak in the area of control and supervision. They may be lax and let activities like pillow fights go on for hours, thinking that the children are there only to have fun. Parent volunteers need to be informed and to understand clearly that the children should get plenty of rest.

Several pre-planning meetings with parents are invaluable. If they understand clearly the daily schedule and the objectives, parents can assist with supervision during rest periods, set up and clean up at mealtimes, and accept other duties as well as night supervision. Some will often have special skills and be willing to teach classes.

High school students are used by several programs to solve night supervision problems. Where this is done, the high school students must be selected very carefully. Several training sessions beforehand are necessary to prepare high school students for such an experience and responsibility. Supervision can be a major problem, and criticism is guaranteed to arise unless the teenagers are well prepared.

High school students make excellent helpers, assistants and supervisors during classes, setting up and cleaning up the dining area, and for rest periods. Therefore, even if they do not take charge in sleeping areas, they could be considered for other duties. Some method will have to be established for paying their room and board,

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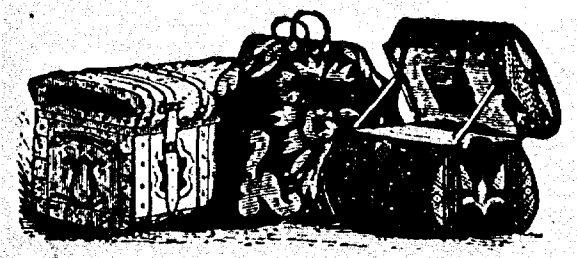
and they will need to be released from their own classes for the time they help with the resident program.

College students will need to be paid a fee plus room and board, but they are, in some parts of the state, the most available and reliable of the choices. The usual procedure is to pay them for their night duty—usually $20 to $25 per week plus room and board. The best candidates are student teachers who are assigned to the outdoor education program and can be there during both day and night. If a college is located near, but student teachers cannot be assigned to the resident program, there is still the possibility of having college students drive in each evening for night supervision of students. Mileage expenses should be considered. Occasionally, college instructors can arrange special problem experiences for certain students for a couple of weeks, and help is sometimes provided in that way. A note on the official employment bulletin board at the nearby college usually brings an adequate number of applicants.

Orientation meetings and written policies seem necessary for college age groups. After working a few weeks, they become too lax. Program objectives must be explained to them, and it should be stressed that the younger students must maintain the structured program.

No matter what solution is chosen for night supervision, an adult must always be on the site to respond to emergencies. Parents are more easily convinced that the program is an educational experience if at least one certificated educator is on duty at all times.



Getting There and Back

8.

Resident sites are not always available near each school. Long bus rides are to be expected, but they need not be feared if adequate planning is done. This may be some students' first long bus ride, and that makes it doubly important to be well prepared.

There is usually a supervisor in each district who is in charge of transportation if the district owns buses, and that person must be contacted well ahead of the trip. If buses must be rented, contact should be made well ahead of time to insure availability. The bus should arrive when it is needed and not before. The driver should be given a route map well in advance.

A resident session involves a surprising amount of luggage and gear, even if attempts are made to restrict it. Many schools have been forced to rent a truck or send for another bus at the last moment because of the lack of space. State law prohibits the placing of obstructions near the rear door or in the aisle. Luggage and gear should not be packed against the back safety door or filling the aisle. The rear door and aisle must be kept available for emergency use at all times.

Students should not have to sit in crowded conditions for a long ride. If both students and gear travel on the same bus, the best method is to give one seat to each student for himself and his belongings. In addition to the safety advantage, this also prevents gear mix-ups upon arrival. Some schools have tagged each item with the student's name, which also helps to avoid confusion. It can be a shocking experience for a child to think, even for a few minutes, that part of his belongings did not arrive. Another method is to pack gear on a truck or separate bus. If commercial buses are used, they will have storage areas to help with the luggage problem.

It is best if someone assists the driver with supervision during the trip. Another adult is best, but one is not always available. A high school student might be an alternate choice. The driver must be able to devote his full attention to the job of driving. The students' part is to make that possible.

Some basic safety concepts should be reinforced before departure. Students should be instructed to choose a seat and not change seats after the bus begins to move, and to remain seated during the entire trip.

One responsible student might be supplied with a whistle and seated at the front of the bus. When the bus approaches a railroad crossing, he should blow the whistle. When the whistle is blown, everybody must remain quiet until the bus has crossed the tracks and an all-clear whistle is blown.

The length of the trip will determine if rest stops or a snack or meal en route must be included in the plans. Students should be carefully instructed as to what foods and amounts they may eat prior to departure.

Any student who gets motion sickness should be supplied with a plastic sack and seated near the front door.

If it is planned well, the bus ride can be an educational experience. Students can do observing and problem solving which will make the traveling time more worthwhile. Small groups can be assigned specific jobs, and jobs may be switched after the halfway mark or during the return trip.

Each student should be supplied a road map and magic marker. They may draw in the route taken by the driver, compute how many miles were driven, figure the halfway mark, and find an alternate route.

A small group could follow topographical maps of the area. They might try to observe where the glacier ended. They might add any churches, cemeteries, schools, or other landmarks missing on the map. Topographical maps may be obtained from the Division of Geological Survey, 1207 Grandview Avenue, Columbus, Ohio 43212.

A group on one side of the bus and another on the other side could look for highway kills. Wildlife population studies are often based partly on the number killed along highways. A form could be made and given to each student with places to count the following: fox, squirrel, dog, skunk, cat, opossum, woodchuck, rabbit, bird, deer, and a blank for unidentified animals.

8

A "litter survey committee" could list the unsightly litter along the route. They should note the kind of litter and where it is located (e.g., two miles south of Mansfield on Route 13).

A language arts lesson might be structured around descriptions. Students could describe the most beautiful sight they see, the most unusual, the ugliest, the place they would most like to visit and why, or the place they would most like to live if they could. The same impressions could form the basis for a later art or sketching class.

One group might look for examples of good and poor conservation practices. They might be in charge of setting up a conservation practices itinerary for the return bus trip after the resident session.

Travel time could be used to prepare students for the outdoor experience. They might discuss such questions as: Why do you think there is an outdoor school? What are several things you think you will see, smell, taste or feel at the outdoor school? When the bus arrives at the site, what will you see happening? What do you think you will do first after you have unloaded the bus? If you had a choice, what would you like to learn at the outdoor school? If you had a choice, what would you like to do at the outdoor school?

The proper attitude toward a resident experience is extremely important. Students need to know that this is an educational experience. If the bus ride sets the proper atmosphere, the students will be prepared mentally. If the ride is rowdy, it may take hours to establish the proper mental attitude toward learning. This type of accurate planning is especially important to programs that last only a couple of days.

Health, Accidents, Safety and Insurance

9

Insurance to cover sickness and accidents en route, attending, and returning from a resident outdoor education session should definitely be considered. The insurance is called resident camp insurance and was written originally for summer camps. All students should be covered by a camp insurance policy for the resident experience, even if they have regular school accident insurance coverage. Some regular school accident policies do not cover students when they are living away from home. Since all students usually do not have regular school insurance, it is better if all are covered by the camp policy. Liability insurance for the staff should be a factor in planning.

A nurse should check students the day they are to leave for the resident outdoor session. Discovering signs of contagion before the trip may eliminate health problems later. Some children may convince their parents that they are well enough to attend the outdoor education session even when they are not.

Some schools have employed a nurse to be on duty during the entire resident session. Other acceptable alternatives are to have a nurse visit the resident site about mid-point during the session, or to have a mother who is a nurse stay at the resident site.

Questions concerning health history and present health condition should be included with the parent permission forms (See appendix). This will provide most of the information necessary to deal with all but very serious health problems. The forms should include day and night emergency phone numbers for each child. All health information should be taken to the resident site and each adult should know where it is kept the entire session.

If the group of students is large and there are several adults on the staff who do not know all the students, an alternative should be considered. A summary of all the health problems can be duplicated for each staff member, to include all names of students who need to take medicine and when, problem sleepwalkers, diabetics, epileptics, those who do not have parental permission to take aspirin, those who have a history of problems with insect stings, and any other significant information dealing with their health. All this information can be compiled from the permission sheets completed by parents. Such a summary is important to all who work with the students, particularly for the night staff who supervise the student dormitories.

When an emergency occurs, it is best to call the parents as soon as possible. Most accidents do not require immediate hospital care. If contacted, parents can meet their child and school personnel at a hospital or physicians' office of their choice. Many physicians and hospital staffs will not treat a child without at least one parent's permission. A permission slip should be added to the health information when the resident location is more than sixty miles from the school district (See appendix). A local physician can take care of emergencies if parents have signed such a permission slip ahead of time.

The staff should know locations of the nearest physician's office and hospital and visit them before their services are needed. Small hospitals do not always have emergency rooms. The staff should know the location of the nearest hospital and emergency facilities. If it becomes necessary to take a child to a physician's office or hospital, two adults should make the trip, so that the driver can concentrate on driving.

Accurate records should be kept of all emergencies and health problems that arise during the resident session. Records of the incident, who was in charge, and what was done may be important at a later date. The insurance company will require a report, and it is often weeks after the emergency that all bills are collected and the insurance report is filed. A good general accident report form has been developed by the American Camping Association in cooperation with the American Academy of Pediatrics. A pad of such forms can be purchased by ordering Form 107-60 from the American Camping Association, Martinsville, Indiana.

An accident form should be filled out for every accident even if it seems minor at the time. The adult supervising the student when the accident or sickness

9

occurred should be responsible for completing the report. Even minor cuts and scratches or poison ivy treatment should be recorded. A note pad kept with each first aid box can be used to record minor problems and treatment.

The administration of drugs can sometimes be a problem. Consideration should include the age and responsibility of the individual child, the importance of the drug to the child's health, and degree of danger that exists if the drug should be given to a child who is not supposed to have it. Health information provided by the parents will determine what should be done. Medicines should be collected, and an adult given the responsibility of seeing each child is cared for as the information sheets direct. It is best if no drugs or medicines are kept in the student dormitories. All adults should know school board regulations dealing with this area.

If the site is not too isolated, tetanus shots are not necessary before students attend the resident session. It is wise to know the date students had their last tetanus shot. However, many parents are not positive of the date the last shot was administered. If a child steps on a nail or gets cut in some manner to require a tetanus shot, the physician will undoubtedly give the shot. To require every student to take a tetanus shot is a questionable procedure.

Two health problems should perhaps get special attention. Each staff member should be thoroughly knowledgeable about poison ivy; and students should be instructed that to avoid any threat of rabies, they should touch no warm-blooded animal that has not been in captivity for at least several weeks under the care of a responsible person. All animal bites must by state law be reported to the local health department. If someone is bitten, it is advisable to capture and confine the animal, and then be guided by the advice of the health department.

Poison ivy is a serious problem for many people. Students should be instructed to wash hands, arms and faces after each outdoor activity — especially in the early fall and spring. Most people get poison ivy from their clothes; therefore, those who have severe problems with poison ivy should wash their hands again after removing their clothes for bed.

A presentation of accident statistics from an outdoor school that has been in operation for several years would allay many parents' fears, especially if the statistics could be compared with averages from regular indoor schools. Such figures are available from the insurance industry. A 12-year statistical record of one outdoor school shows that actually more accidents occur in the dormitory than in obviously dangerous areas like ponds, rivers and lakes. Running is the chief cause of injury. Stairs, beds and doors were involved in most of the incidents.

The same records indicate very few accidents occurring during classes. Most accidents occurred during recreational activities. Sled riding and tobogganing topped the dangerous recreation activity list. Classes where knives were used (apple butter making, whittling, natural dyeing), proved to be the next dangerous.

Falling was the chief cause of the largest number of accidents. A "no running" rule should be established for some locations. Rock throwing was involved in a few accidents. Regulations against such activities when unorganized should be stressed strongly.

Very few insect stings were reported. This, however, is an area where many parents have fears, and in cases where students have records of reactions that are serious, the fears are justified. Staff members should know what to do and should know which students have a medical history in this area.

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Chicago, Illinois. 60680.

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Burlington, N. C. 27215.

Environmental & Outdoor Education Materials Co.,
Dowling, Mich. 49050.

Frey Scientific Co.,
465 S. Diamond St.,
Mansfield, Ohio 44903.

Reed & Sons, Outdoor Education Specialists,
Box 160, Rt. #2,
Perrysville, Ohio 44864.

Ward's Natural Science Establishment, Inc.,
P. O. Box 1712,
Rochester, N. Y. 14603.

Sample Parent Information Sheet

Parents and students: Please read carefully

LOCATION

The location of the resident outdoor school will be at the Wooster Presbytery Outdoor Center on McCurdy Road (near Perrysville, Ohio, in southern Richland County).

TRANSPORTATION

Transportation to and from the outdoor school will be provided by your local board of education. Schedules will be set so students will leave their school on a Monday in time to arrive at the outdoor school between 1:00-2:00 P.M. Students will leave the outdoor school about 1:00 P.M. on Friday to be returned home. The first outdoor school meal will be on Monday evening and the last meal will be Friday at noon.

MAIL

Our outdoor session is so short that we request no mail be sent to the school because most letters arrive after the students have left the outdoor school. However, students will be encouraged to write cards or letters home.

VISITING

Open house will be planned during the school year and parents will be notified concerning the dates. We hope that most parents will visit during open houses; however, we realize that is not always possible. Visitors who come at times other than during open house should understand that most often there will be no staff members available to conduct tours. Even though the staff will be busy with the children, visitors should feel welcome to look around. We must know at least one day in advance if visitors wish to eat at the school and a charge for the meal will be made.

STUDENT'S EQUIPMENT

It is hoped that no new clothing and equipment will have to be bought for outdoor education. The children will be more comfortable in old clothes that are easily washed or cleaned. All clothing and equipment should be clearly marked with the student's name. This is important — if marked only with ink, the ink should not fade in five days. Rubber stamps and laundry pens work well for the marking of most items. Finger nail polish is satisfactory for metallic objects. There will be no need for any child to bring any dress-up clothes to the outdoor school. Children may wear play clothes, slacks, dungarees, or over-alls. Girls should have at least one pair of long slacks for the cool evenings.

Each child's luggage should consist of not more than one suitcase and bed roll or duffel bag. Children should assist in the packing of their suitcases so they will know what is there and where things are.

Older blankets and sheets are more satisfactory than new or good ones. If your child is a bed wetter, please send a rubber sheet for protection of the outdoor school mattress.

The accompanying equipment list is for your use in planning what to send. If the student fills in the blanks under "actual number" and takes the list to the outdoor school, he or she can inventory equipment before returning home.

HEALTH

Before leaving for the outdoor school on Monday, all students will be checked by the school nurse for any symptoms of contagious disease. All staff members will be alert to the health and welfare of the students, and will report any unusual symptoms. There will be at least one person with Red Cross training in first aid on duty. If a student should become ill the parents will be notified and arrangements made for the child to be sent home. In case of serious accident parents will be notified immediately. (Emergency information should be filled out by parents as a part of the application and taken to the outdoor school.) Physicians and ambulances are available on call from a nearby hospital.

DO NOT SEND

DO NOT SEND SHEATH KNIVES, HATCHETS, MONEY, COMIC BOOKS, RADIOS, CANDY, GUM, OR ANY OTHER FOOD.

These items cause problems, and the children will not be permitted to keep them during the outdoor school period. There will be plenty of food, fine desserts and sweets included in the outdoor school menu. There is nothing to buy.

Sample Equipment List

ITEM	ESSENTIAL ITEMS	RECOMMENDED NO.	ACTUAL NO.
BEDDING	Wool Blankets, Sleeping Bag, or equivalent	3 blankets	
	Sheets	2	
	Bath Towels	3	
	Wash Cloths	2	
	Pillow	1	
	Pillowcase	1	
PERSONAL	Toothpaste	1 tube	
	Toothbrush	1	
	Soap	1	
	Comb	1	
	Tissues or Handkerchiefs		
	Note Paper and 3 Sharpened Pencils		
	Flashlight	1	
CLOTHING	Heavy Jacket or Coat	1	
	Heavy Sweater or Sweatshirt	1	
	Shoes	2 pr.	
	Raincoat	1	
	Galoshes or Boots (very important)	1 pr.	
	Sport Shirts	3 - 5	
	Underpants	2 - 3	
	Socks	5 pr.	
	Hat, Stocking Cap or Scarf	1	
	Gloves	1 pr.	
	Pajamas	1 pr.	
	Tough Trousers or Jeans	2 - 3 pr.	
	NONESSENTIAL BUT CONVENIENT ITEMS		
CLOTHING	Bath Robe	1	
PERSONAL	Hand Lotion — Sunburn Lotion	1	
	Soap Box	1	
	Glasses Case	1	
	Safety Pins		
	Hair Brush	1	
	Shower Cap (for Girls)	1	
	Slippers	1 pr.	
	Sleeping Bag	1	
	Chapstick	1	
	Insect Repellent (in season)	1	
MISCELLANEOUS	Stationery	1 box	
	Stamps, Paper & Envelopes		
	Camera — Film		
	Fishing Pole and Bait (except Jan. & Feb.)		

Sample Permission and Health Information Form

Parents: Please return this to your child's teacher as soon as possible.

We the parents of _____ would like to register our child for the experience in Outdoor Education from _____ to _____.

_____ Name of School.

Parent's Signature _____

Does your child have any problems with the following?

	Yes	No		Yes	No
Convulsions	☐	☐	Asthma	☐	☐
Diabetes	☐	☐	Hay Fever	☐	☐
Insect Stings	☐	☐	Poison Ivy	☐	☐
Penicillin	☐	☐	Sleep Walking	☐	☐

Does your child have permission to take aspirin? Yes ☐ No ☐

Has your child been under a physician's care recently? Yes ☐ No ☐

If yes, please explain. _____

_____

_____

Name any medicine being sent with your child and when it should be taken. _____

_____

Please list anything else about your child's health which would pertain to his or her welfare or activity while at the outdoor school. _____

_____

_____

Please write below your name and *two* telephone numbers where you can be reached in the event of an emergency:

Name	Day Phone	Night Phone
_____	_____	_____
_____	_____	_____

Sample Medical Permission Slip

Parents:

This page is for parents of children who live a great distance from the outdoor school.

In case of accident or sickness I give my consent for the camp physician to treat as he deems necessary. I assume that every reasonable effort will be made to reach me in case of serious illness or accident.

_____

Parent's Signature

TEACHER:

PLEASE BRING THIS PAGE TO THE OUTDOOR SCHOOL ON MONDAY.

Sample Parent Evaluation Form

1. Would you endorse a resident outdoor education experience for all children at some time during their school career?

   Yes _____ No _____

2. Was the length of the resident outdoor education program —

   about right _____ too long _____ too short _____ ?

3. What values do you see in this experience?

4. What disadvantages do you see in this experience?

5. How have your child's actions shown that he continues to think about or use what he learned at the resident outdoor session?

6. Would you list any comments your child has made regarding his outdoor experience?

7. Do you feel this was an academic experience?

8. Do you feel this experience as social growth was beneficial?

Please use reverse side for any additional comments. We would be happy to have you sign this evaluation, but your signature is not required.

Sample Teacher Evaluation Guide

Please use the following outline as a guide in evaluating the outdoor education program. Use a separate sheet of paper for each major topic. We would like your reactions to each of the subtopics listed, but your comments need not be restricted to those items listed.

Your hard work and investment of time and energy is greatly appreciated. So are your candid comments and suggestions on this evaluation.

Please complete this evaluation as soon as possible and submit it to your building principal not later than *Friday, May 21.*

1. RESOURCE PERSONNEL
   - A. Appropriateness of presentation to sixth graders
   - B. Attitude, rapport with students
   - C. Ability to communicate effectively

2. UNITS OF STUDY
   - A. Which seemed most valuable?
   - B. Which seemed least valuable?
   - C. Your reaction to the overall outdoor education curriculum
   - D. Suggestions, criticisms, etc.

3. COUNSELORS
   - A. Their assistance during class periods
   - B. Overall performance in working with the students
   - C. Any specific examples — good or bad

4. SPECIAL AREAS
   - A. Evening activities
   - B. Teacher-class activity period
   - C. Suggestions for others

5. PHYSICAL FACILITIES
   - A. Class locations
   - B. Sleeping quarters for staff
   - C. General maintenance of buildings and grounds
   - D. Other comments

6. MISCELLANEOUS OBSERVATIONS AND SUGGESTIONS

Sample Student Evaluation Form

Please answer the following questions as carefully and as honestly as you can. You *do not* have to sign your name.

1. Did you enjoy your experience at the outdoor education program?

   Yes _____ No _____ Why? _____

   _____

2. Did your experience here help you understand some of your school work better? Yes _____ No _____

3. Did you make some new friends during this time? Yes _____ No _____

4. How did you feel about such jobs as table-waiter, bed-making, etc.?

   Enjoyed _____ Did not mind it _____ Did not like it at all _____

5. How did you get along with the other boys and girls while at camp?

   Better than at school _____ The same as at school _____ Not so well as at school _____

6. Do you think you got to know your teacher better? Yes _____ No _____

   If yes, in what way? _____

   _____

7. What *one* activity did you take part in that you would choose as a favorite? _____

   _____

8. What other activities did you enjoy most?

   a. _____

   b. _____

   c. _____

9. Was there anything in the program that you definitely did *not* like or enjoy? Yes _____ No _____

   If yes, what was it? _____

   _____

10. What suggestions could you make to help us improve the outdoor education program for next year's sixth graders?

    a. _____

    b. _____

    c. _____

On the back of this paper, please write a short paragraph telling something about the outdoor education

Sample Visitor's Report

(The visitor's comments are welcome, but he or she is in no way obligated to complete and return this questionnaire.)

NAME _____ SCHOOL _____ DATE _____

Activities observed: _____

In my judgment (maximum, some, little) use was being made of camp resources during my visit.

Remarks _____

Reports reaching me suggest that the camp experiences could be improved by _____

Other comments _____

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